

Results based on 162 survey(s).

Note: Survey responses are based upon the number of individuals that responded to the specific question.

1 What is your current job responsibility?

Response	# of Responses	% of Responses	National %
Librarian	21	13%	16%
Librarian Media Specialist	72	45%	41%
Library Assistant	22	14%	5%
Media Specialist	11	7%	5%
Teacher Librarian	9	6%	14%
Instructional Technology Specialist	12	7%	10%
Other	14	9%	8%

2 Where do you primarily work?

Response	# of Responses	% of Responses	National %
School Site	148	94%	95%
District	8	5%	4%
Other	2	1%	1%

3 How would you rate your technology skills?

Response	# of Responses	% of Responses	National %
Advanced - My skills are more advanced than most adults I know	74	47%	63%
Average - My skills are similar to those of the adults I know	81	51%	35%
Beginner - I 'm just learning to use technology tools	3	2%	1%

4 Which of these mobile devices do you have for your own use? (Check all that apply)

Response	# of Responses	% of Responses	National %
A phone with no Internet	21	13%	14%
A Smartphone with Internet (e.g. iPhone, Samsung Galaxy)	138	87%	86%
Laptop	129	82%	88%
2-in-1 laptop (a laptop that can turn into a tablet)	6	4%	9%
A web-based laptop (e.g. Chromebook)	28	18%	14%
Tablet (e.g. iPad)	114	72%	73%
Digital reader (e.g. Kindle, Nook)	80	51%	50%

5 How important is the effective implementation of instructional technology to the success of students in your school/district/community?

Response	# of Responses	% of Responses	National %
Not important	1	1%	0%
Somewhat important	8	5%	6%
Important	48	31%	25%
Extremely important	100	64%	69%
No opinion	0	0%	0%

6 How do you use technology to support teachers and students? (Check all that apply)

Response	# of Responses	% of Responses	National %
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Make purchasing recommendations for technology (e.g. hardware, software, subscription services, electronic resources, digital content, etc.)	85	55%	65%
Answer questions about how to use various types of technology (e.g. software or hardware)	128	83%	88%
Manage website or portal	59	38%	59%
Upload resources to library portal (e.g. digital content, presentations, podcasts, recommended websites, articles, e-book)	80	52%	62%
Identify text-based resources (e.g. electronic textbooks, newspapers, magazines, digital archives, digital libraries)	84	55%	73%
Acquire and catalogue resources online	98	64%	65%
Manage online subscriptions	59	38%	45%
Publish list of instructional resources	67	43%	57%
Conduct Internet research for teachers	92	60%	70%
Support students' research tasks	134	87%	93%
Provide information about teaching digital citizenship and/or media literacy to teachers	86	56%	66%
Provide instruction directly to students about digital citizenship	89	58%	74%
Provide instruction to students about information and media literacy skills	116	75%	85%
Create technology lessons for teachers	42	27%	35%
Create videos, podcasts, or multi-media presentations for instructional purposes	54	35%	51%
Find education mobile apps appropriate for classroom use	79	51%	50%
Find digital content (e.g. games, animations, simulations, 3D content) for teachers to use in their lessons	76	49%	51%
Find podcasts, videos, or presentations that can be used in lessons	69	45%	55%
Help teachers create videos, podcasts, or multi-media presentations	47	30%	39%
Help teachers with online assessments	53	34%	36%
Help teachers set up flipped classrooms	21	14%	17%
Help teachers set up blended learning environments	32	21%	24%
Train teachers about how to locate or evaluate digital content	49	32%	47%
Participate with teachers in a professional learning community	97	63%	74%
Other	5	3%	5%

7 What types of digital content do you regularly recommend to teachers? (Check all that apply)

Response	# of Responses	% of Responses	National %
3D Content	10	7%	4%
Animations	24	16%	22%
Electronic book subscriptions	51	34%	45%
Game-based environments	35	24%	24%
Google drive for education	76	51%	58%
Intelligent adaptive software	9	6%	6%
Online curriculum	51	34%	39%
Online databases (e.g. census data, education statistics)	70	47%	68%
Online periodical, news, or journal subscriptions	69	47%	57%
Online subscription service of digital content	41	28%	45%
Online textbooks	27	18%	22%
Podcasts	16	11%	16%
Powerpoints, Prezis	69	47%	59%
Real-time data (e.g. population, weather, NASA, GOOGLE earth, GIS, etc.)	45	30%	39%
Simulations	15	10%	14%

Social media content	53	36%	29%
Software/apps to help students develop skills (e.g. reading, writing, math, foreign language)	58	39%	46%
Teaching aids such as lesson plans, interventions, assessment software	58	39%	44%
Tutorials	57	38%	40%
Videos that I create myself	30	20%	24%
Videos that I find online (e.g. Kahn Academy, YouTube, NASA)	68	46%	55%
Virtual field trips	38	26%	34%
Virtual labs	14	9%	10%
This is not part of my current job responsibilities	28	19%	9%
Other	3	2%	2%

8 How do you learn about new digital content that you could recommend to teachers? (Check all that apply)

Response	# of Responses	% of Responses	National %
Ask other librarians for recommendations	100	68%	73%
Attend webinars or virtual conferences	82	56%	59%
Attend conferences	77	53%	67%
Look at the resources students are using	87	60%	61%
Review recommendations in education blogs or wikis	76	52%	62%
Through the online communities of which I'm a member	63	43%	55%
Through various social media channels	66	45%	50%
Use Twitter to ask others about the resources they are using	34	23%	22%
Conduct Internet search	108	74%	79%
Review journal articles	74	51%	57%
Look for resources published by content expert organization (e.g. National Science Foundation, universities)	47	32%	41%
Look for resources published by established media or content producer (e.g. NBC, Discovery, PBS)	65	45%	56%
Use resources recommended by my school district	88	60%	71%
Review recommendations from education membership associations or organizations	57	39%	47%
Review recommendations from State Department of Education or Ministry of Education	50	34%	27%
Other	5	3%	4%

9 Which of these factors would you consider most important when evaluating the quality of digital content? (Check all that apply)

Response	# of Responses	% of Responses	National %
Accuracy of the content	128	88%	94%
Research based	87	60%	70%
Created by practicing teachers	55	38%	36%
Teacher evaluations of the materials	75	51%	49%
Student achievement with the materials	70	48%	48%
Credibility of the organization publishing the materials	95	65%	81%
Credibility of the person or organization that referred the resource to me	69	47%	46%
Is highly engaging and interactive	93	64%	74%
Ease of use for teacher and student	119	81%	90%
Can be used for basic skills development in a specific subject area	56	38%	49%
Can be used to develop students' higher order thinking skills	83	57%	67%

Can be used in a variety of instructional settings (e.g. in class, afterschool, independent study)	77	53%	60%
Teachers can use it in a variety of ways (e.g. whole class instruction, group work, individual projects)	98	67%	68%
Students have the ability to use the digital content at school or home	85	58%	66%
Alignment to curriculum and standards (district, state, national or province)	90	62%	69%
Includes embedded online assessments	26	18%	18%
Can be easily integrated into our digital content library or learning management system	55	38%	37%
There is a mobile app version of the content	17	12%	17%
Other	5	3%	1%

10 What would be the primary benefits of more digital content usage at your school? (Check all that apply)

Response	# of Responses	% of Responses	National %
Cost savings	68	46%	40%
Decreases dependence on textbook publishers	48	33%	34%
Differentiates our school (district) as innovative in the use of technology	76	52%	53%
Helps to extend learning beyond the school day	95	65%	72%
Improves quality of instructional materials	83	56%	68%
Improves teacher productivity	56	38%	45%
Improves teacher skills with technology	85	58%	57%
Increases relevancy of the instructional materials	72	49%	61%
Increases student engagement in school and learning	112	76%	85%
Increases teacher buy-in if the content is teacher created	32	22%	23%
Makes use of the technology that we have in the classrooms or media labs	83	56%	60%
Provides a way for instruction to be personalized for each student	100	68%	65%
Other	2	1%	2%

11 Besides time, what top challenges do you face when helping teachers integrate digital content into their lessons? (Check all that apply)

Response	# of Responses	% of Responses	National %
Lack of administrative support	9	6%	11%
Lack of funding to purchase digital content	79	56%	59%
Lack of computer access at school (or district)	40	29%	41%
Students do not have access to computers or the Internet outside of school	56	40%	49%
Internet bandwidth is insufficient to support digital content use	29	21%	34%
School filters and firewalls block access to the content	59	42%	45%
Reliable, consistent access to digital content	51	36%	33%
Digital content is not organized in the appropriate scope and sequence	16	11%	10%
Digital content is not provided as part of our textbooks	12	9%	10%
Using digital content to create meaningful learning experiences	23	16%	22%
Locating appropriate types of digital content for specific instructional strategies	30	21%	28%
Helping teachers move from sporadic to sustained usage	62	44%	52%
Teachers are not comfortable incorporating digital content into their lessons	56	40%	46%
Teachers are not interested in incorporating digital content into their lessons	27	19%	24%
Other	11	8%	9%

12 How often do school filters and firewalls block websites that you or teachers at your school want to use within instruction?

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Response	# of Responses	% of Responses	National %
Never	1	1%	1%
Rarely	23	16%	19%
Sometimes	87	62%	54%
Often	27	19%	22%
All of the time	3	2%	3%

13 Which of these are true of teachers at your school in regards to their use of digital content and online resources in their classrooms? Our teachers are... (Check all that apply)

Response	# of Responses	% of Responses	National %
Using digital content they find online just the way they find it with out editing, modifying, or customizing	74	54%	62%
Customizing the digital content and resources they find with their own ideas, materials, and resources before using it in their classroom	64	46%	41%
Reviewing digital content and resources they find online primarily to get ideas to help with creating new lesson plans and classroom ideas	71	51%	52%
Regularly updating pre-existing lesson plans or classroom activities with digital content and resources they find online	56	41%	39%
Primarily creating their own digital content and resources for their classrooms	14	10%	17%
Regularly posting the digital content and resources that they create for their classroom online for other teachers	18	13%	10%
Not regularly using digital contact or online resources in their classrooms	44	32%	32%
Other	11	8%	8%

14 Which of the following professional development experiences or resources would be most effective in helping teachers better use digital content in their classroom?

Response	# of Responses	% of Responses	National %
Access to a collection of vetted, grade-level, content specific resources	86	62%	65%
Downloadable whitepapers or reports that a teacher can review on their own time	18	13%	13%
Series of webinars about specific kinds of digital content	49	35%	34%
Face-to-face professional development	100	72%	73%
Mentoring by an instructional coach on site	80	58%	59%
Support from a library media specialist who can help with digital content identification and usage	63	46%	54%
Online mentoring by a content specific expert	13	9%	16%
Participation in a professional learning community at his/her school	53	38%	45%
Participation in an online community of practice with like-minded teachers	42	30%	28%
Blogs, wikis, and chat rooms where teachers can share success stories, struggles, and challenges	26	19%	24%
Facebook-type environment for sharing best practices and ideas	35	25%	22%
Collection of relevant podcasts	18	13%	15%
Video clips of teachers demonstrating use of digital content in their content area	60	43%	48%
Online course	22	16%	18%
Other	2	1%	4%

15 In the past year, which of these things have you done on your own (not district directed or part of a formalized professional development class) to improve your leadership capabilities or professional skills? (Check all that apply)

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Response	# of Responses	% of Responses	National %
Attended a face to face conference	70	50%	62%
Participated in a webinar or online conference	87	63%	66%
Took a self-paced tutorial on a subject	81	58%	53%
Participated in a massive open online course (MOOC)	8	6%	8%
Took an online course	33	24%	28%
Took online assessments to test my own knowledge on a subject	30	22%	25%
Used a mobile application to learn about a subject that interested me	64	46%	51%
Listened to podcasts or watched videos about a topic that interested me	84	60%	66%
Found a mentor online	4	3%	4%
Found experts online who could answer my questions	32	23%	29%
Posted a question to a blog or wiki	31	22%	30%
Sought help from others through a social networking site	53	38%	41%
Used Twitter to communicate or to follow others	54	39%	36%
Started a wiki or blog to share my ideas and connect me with others	10	7%	13%
Provided online support to teachers or other colleagues	34	24%	37%
Created my own video or podcast to help me share my knowledge with others	23	17%	20%
Pinned classroom/lesson plan ideas to Pinterest	60	43%	42%
Took part in an online game or simulation	34	24%	22%
Used mobile applications to help me with my self-organization	62	45%	46%
Other	3	2%	3%

16 **Imagine you are designing a dream school for 21st century learners. Which of these tools or strategies holds the greatest potential for increasing student achievement and success? (Check all that apply)**

Response	# of Responses	% of Responses	National %
Internet access anywhere at school	124	89%	88%
Ability for students to use their own mobile devices at school	73	52%	60%
Mobile device accessories (e.g. attachable keyboards, covers)	51	36%	36%
School provides every student with a mobile device	94	67%	64%
Databases, digital books, animations, and videos to help students with schoolwork	104	74%	79%
Digital games or virtual simulations	53	38%	46%
Software that changes the level of difficulty and content to address student needs	103	74%	74%
"Digital backpack" that helps organize schoolwork and provides access to important information (e.g. take notes, organize, and view assignments)	79	56%	60%
Mobile apps for learning	83	59%	58%
Interactive whiteboards (e.g. Smartboard, Polyvision)	71	51%	56%
Learning management systems (e.g. Blackboard)	55	39%	40%
A handheld device for students to use to answer questions in class (e.g. clickers)	46	33%	34%
3D printer	37	26%	30%
Digital reader (e.g. Kindle, Nook)	47	34%	38%
Digital media creation tools (e.g. video, audio)	78	56%	54%
School mobile app	46	33%	32%
Online or virtual classes	54	39%	38%
Online tests and assessments	61	44%	44%

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Online textbooks	68	49%	50%
Online tutors	57	41%	40%
Social media tools for students to connect and work with others (e.g. blogs, wikis, social networking sites)	53	38%	44%
Text messaging	25	18%	21%
Google hangouts or other online group messaging in class	47	34%	37%
Other	9	6%	6%

17 In addition to knowing core content subjects, which of these information and media literacy skills are most important for students to learn? (Check all that apply)

Response	# of Responses	% of Responses	National %
Ability to identify information sources and how to locate them	130	93%	90%
Ability to evaluate the relevance, authenticity, and credibility of resources	118	84%	95%
Ability to evaluate their own work to improve their effectiveness	103	74%	81%
Ability to organize information	120	86%	87%
Know how to analyze and interpret stories, commercials, and the media (e.g. TV, magazines, newspapers, blogs, etc.)	84	60%	68%
Know how to detect bias, censorship, or propaganda in resources (including media)	106	76%	80%
Know how to prepare written or verbal reports of research	110	79%	78%
Know how to produce blogs, vlogs, podcasts, digital storytelling, or video	61	44%	48%
Know how to summarize research	100	71%	81%
Know how to use technology and digital content responsibly	125	89%	90%

19 Gender

Response	# of Responses	% of Responses	National %
Female	127	92%	91%
Male	11	8%	9%

20 Which of these degrees or certifications do you currently hold?

Response	# of Responses	% of Responses	National %
Associate degree	13	9%	8%
Bachelor degree	71	50%	51%
Master's degree in Education	22	16%	18%
Master's degree in Education (with specialization in library media)	23	16%	15%
Master's degree in Educational/Instructional Technology/Learning Technology	5	4%	13%
Master's degree in Library Science	40	28%	43%
Master's degree in a specialty other than Education	4	3%	5%
National Board Certification	1	1%	6%
Teaching credential	20	14%	20%
Doctorate (Ph.D., Ed.D.)	0	0%	1%
None of the above	12	8%	3%
Other	11	8%	13%

21 At the end of this school year, how many years of experience will you have as a librarian or media specialist?

Response	# of Responses	% of Responses	National %
This is my first year	15	11%	7%
1 to 3	27	19%	13%
4 to 10	36	26%	29%

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11 to 15	20	14%	20%
16+	42	30%	31%

22 Race or Cultural Identity

Response	# of Responses	% of Responses	National %
American Indian/Alaskan Native	0	0%	1%
Asian	0	0%	1%
Black/African-American	3	2%	4%
Caucasian/White (non-Hispanic)	129	92%	83%
Hispanic/Latino	0	0%	5%
Native Hawaiian/Other Pacific Islander	0	0%	1%
Decline to state	7	5%	7%
Other	1	1%	1%

23 Are you a member of ISTE (the International Society for Technology in Education) or one of the ISTE affiliated organizations?

Response	# of Responses	% of Responses	National %
Yes, I am a member of the international organization, ISTE	5	4%	9%
Yes, I am a member of an ISTE affiliated organization	9	7%	9%
No, not a member	123	90%	83%

24 Are you a member of the American Association of School Librarians (AASL) or one of the state affiliates?

Response	# of Responses	% of Responses	National %
Yes, I am a member of AASL	14	10%	22%
Yes, I am a member of an AASL state affiliate	25	18%	26%
No, not a member	103	75%	57%